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ABSTRACT

This teaching guide suggests practical ideas for encouraging reading talent in preschool children. It is part of a series of similar guides developed by the RAPYHT Project (Retrieval and Acceleration of Promising Young Handicapped and Talented) for educating young gifted/talented handicapped children and gifted children with no handicaps. The guide recommends the use of a language experience approach. A list of characteristics which indicate reading readiness in young children is followed by a description of general methods and procedures which can be used to stimulate reading abilities, encouraging a transition from understanding spoken language to understanding written language. A list of necessary classroom equipment for reading instruction is also included. The final, largest section specifies goal areas and describes the appropriate activities which will stimulate the talented child's interest and skill in reading. The goals include extending a child's listening/speaking vocabulary, demonstrating the relationship between spoken and written language, developing an appreciation for reading for pleasure, demonstrating the usefulness of reading for information, matching and identifying letters of the alphabet and words, developing an appreciation for the rhythm and sounds of language, practicing phonic skills, using contextual cues, increasing comprehension, and expressing ideas through print. (CM)

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Nurturing Academic Talent In Early Childhood

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Reading

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TABLE OF CONTENTS

	Page
Reading Talent in the Preschool Years	1
Common Characteristics of Children with Reading Talent	3
General Methods to Stimulate Reading Talent	6
Goal Areas and Activities	13
Annotated List of Resources	30

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RAPYHT: A Model Program for Retrieval and Acceleration of Promising Young Handicapped and Talented

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It is our hope that the suggestions in this manual will help teachers more effectively nurture talent among their charges and in addition, will motivate them to develop other activities for fostering talent.

Merle B. Karnes, Director, RAPYHT Project
Polly Kemp, RAPYHT Disseminator
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FOREWORD

In the Fall of 1975 the Institute for Child Behavior and Development at the University of Illinois received a grant from the Federal Bureau of Education for the Handicapped (BEH) to develop and demonstrate a model program for the "Retrieval and Acceleration of Promising Young Handicapped and Talented" (RAPYHT). Children from three to five years of age were included in the project, which has completed the last year of a three-year demonstration cycle and is entering into the first year of outreach funding.

The principle goal of this project has been to develop and demonstrate an approach for educating young gifted talented handicapped children who are enrolled in programs that also serve gifted children with no handicaps, average children with no handicaps and multi-handicapped children who are of higher but not gifted ability. Since there are relatively small numbers of gifted handicapped children in any population, the approach has been to educate them in the mainstream, but, at the same time, provide them with special programming to meet the unique needs associated with giftedness and talent.

A major outcome of this three-year demonstration project has been the completion of a set of printed materials designed to aid classroom teachers and parents who desire to identify and encourage the development of the gifts and talents of young children, including those who are handicapped. This set of materials includes guides for screening, assessing and programming for children in the areas of intellectual, academic (reading, math, science), creative, leadership, visual and performing arts (art and music), and psychomotor talent. These materials are applicable for use with young gifted/talented children as well as those who are gifted/talented with handicaps. In fact, every child has a measure of talent which may go underdeveloped unless identified and nurtured. Therefore, we are convinced that careful observation and programming in talent areas is important for all children.

We are also committed to the premise that the earlier we identify and program for talents the greater the chances that the child will fully develop his true potential. Nationwide, there have been relatively few efforts devoted to identifying and programming for young gifted/talented and even less for the gifted/talented handicapped. Hopefully, the products developed by the RAPYHT Project will create more awareness of the need to identify and program for this neglected segment of our population.

Merle B. Karnes, Ed.D.
Director of RAPYHT Project

READING TALENT IN THE PRESCHOOL YEARS

Some children, especially those with potential reading talent, show an unusual interest in printed language, in learning to read and/or in learning to print. For children with this interest, appropriate instructional activities at the preschool level can have a positive effect on future achievement in reading (Durkin). Therefore, this guide offers teaching suggestions and activities for the preschool child with talent in reading.

Although there are many approaches to the teaching of reading, this guide recommends the use of the language experience approach. The language experience approach is based on the assumption that a child's existing language skills are his greatest asset in learning to read. Dictation is the dominant feature of this approach. The teacher prints in uniform manuscript letters a child's statements about an activity or an experience. These statements may be as simple as a word or two or as complex as one or more sentences.

The language experience approach is recommended for talented preschool children because it is an individualized program that allows the child's introduction to reading to be gradual and informal. Through the use of dictation, the child feels as though he is reading during the process of instruction, which builds his self confidence in his ability to read. A language experience approach also incorporates many aspects of learning to read (visual discrimination, auditory discrimination, establishing a sight word vocabulary, sound-symbol relationships, letter identification, etc.) rather than isolating them or focusing on only one of them. With this approach, the teacher also has the freedom to teach through a child's interests and

strengths while developing his abilities in areas of weaknesses. For example, if a child has excellent visual discrimination, but poor auditory discrimination, the teacher is able to provide some activities which rely heavily on visual input (establishing a sight word vocabulary for example) and some activities which will focus the child's attention on speech sounds to develop his auditory abilities (for example, thinking of a word that begins with the same sound as a given word). The pace of instruction is determined by the child's interests and the skills he develops.

The flexibility of a program utilizing the language experience approach makes it possible to provide instruction appropriate for each individual child --instruction that is neither boring nor frustrating.

COMMON CHARACTERISTICS OF CHILDREN WITH READING TALENT

The following is a list of characteristics which indicate that a child may be ready for reading instruction. The preschool child talented in the area of reading is likely to exhibit most (but not necessarily all) of these characteristics.

1. The child is interested in books and often selects books as an activity. He/she may demonstrate this interest in a number of ways depending on his/her abilities. The child may simply look at the pictures in books, or he/she might make up narrations as he/she looks at the pictures. The child may ask someone to read to him/her, and eventually he/she may recite the words to a familiar story from memory. The child might even read simple words or entire books independently.
2. The child participates in pre-reading activities for unusually long periods of time. These activities might include word or letter lotto games, letter identification games, printing letters of the alphabet and dictating statements for an adult to write down.
3. The child has an extensive listening-speaking vocabulary. He/she is able to use and/or understand unusual or multisyllabic words. For example, a three-year-old who frequently makes statements such as, "If you touch that plug, you might get electrocuted.", probably has an extensive speaking vocabulary. The child may not use such terms in his/her own speech, but may be able to understand them. (A speech delayed or speech impaired child may still have good auditory comprehension.) For example, if a child frequently responds

correctly to statements such as, "Draw an ellipse.", he probably has an extensive listening vocabulary.

4. The child uses unusually long sentences and/or advanced grammatical structures. (Most sentences longer than six words are unusually long for a preschooler.) For example: "I don't know when my mom's going to be done painting our house." The child might also use complex grammatical structures. For example, he/she might use clauses and embedded phrases: "When I tear my structure up, I will be done." Or the child might make comparisons verbally: "There aren't dinosaurs anymore, and putting them together is like doing a big jigsaw puzzle," or "I think this turkey looks like a rhinoceros 'cause that beak looks like a horn and a rhinoceros has a horn."
5. The child can easily make auditory discriminations. For example, if you ask him/her whether two rhyming words are the same or different, he/she responds correctly: "Tell me if I say the same word or different words: big ... pig."
6. The child is adept at making visual discriminations. He/she can easily recongize, match and label letters or words.
7. The child shows an interest in reading by asking about letters, words and/or word meanings. He/she might ask, "What is this letter?" "What does that say?" or "What does that word mean?"
8. The child shows unusual interest in printing letters or words. (For many children, an interest in learning to print and spell precedes an interest in learning to read.) The child might ask questions such as, "How do you make a j?" or "How do you spell dog?"

9. The child is able to read some words. Some children establish a connection between printed and spoken words after seeing the printed word and hearing its pronunciation a number of times. These words usually include the child's name, the names of family members, a friend, color words, words on signs, etc.

10. The child demonstrates an exceptional memory of what hs been read to him/her. He/she may recite the words to a story verbatim after hearing the story a number of times, or he/she might retell the story in his/her own words. Both indicate exceptional memory and sequencing ability.

11. The child shows an advanced understanding of what has been read to him/her. He/she answers "who," "what," "where" and "how" questions about facts or events in reading material: "Who scared the three pigs?", "What kind of houses did the pigs build?", "How did the wolf knock the houses down?" The child might also demonstrate the ability to interpret the ideas presented in reading material by answering such questions as "Why did the third pig build his house out of bricks?", "What else could the pigs have done to scare the wolf away?", "Do you thing they did the right thing?"

GENERAL METHODS TO STIMULATE READING ABILITIES

To ensure that a child's contact with reading is successful and enjoyable, provide activities which take into consideration the strengths and interests of the child, as well as his/her skill weaknesses. The following procedures encourage a transition from understanding spoken language to understanding written language.

1. Have the child dictate statements for you to print. At first, you may need to listen to the child, then say something such as, "I really like your story about this picture. May I write it down?" After the dictation process becomes familiar, the child will be able to tell you specific statements to record. When you finish printing a dictation, read to the child what you have printed, moving your finger from left to right beneath the words. Then encourage (but do not force) the child to read the printed dictation along with you. Sometimes you might point out individual words. Repeated exposure to words from the child's own vocabulary will eventually enable him/her to recognize some words from sight.
2. During dictation follow rules of capitalization and punctuation. Print exactly what the child says, even if it differs from standard English. ("He's driving his car fast, but it ain't going to crash.") However, use standard spellings if only pronunciation differs (print "wanna" as <u>want to</u>, "walkin'" as <u>walking</u>, "nuff" as <u>enough</u>). In the case of a child with speech and language delays, sentences may be changed if they involve an established goal for the child. For example, if an instructional goal for the child is for him/her to use <u>I</u> and <u>me</u> in correct positions print "I work here.", when the child

dictates, "Me work here.", and read it back to the child using the I form. If the child can not use the s sound, and dictates "hort" for his picture of a horse, print horse.

3. Make use of spontaneous opportunities for reading instruction throughout the day. For example, if the child wants to sing, "Old MacDonald Had a Farm," print a list of the animals the child wants to sing about. Then read the list with the child. While you and the child sing the song, point to the appropriate animal name.
4. Flood the environment with printed language. Expose the child to a variety of printed materials by posting labels, posters, signs, songs, etc. Discuss these materials with the child. "What do you think that word says.?" "Why do you think those words are there?" "What does that sign tell use to do?" and so on. In addition, encourage the child to create his/her own signs and labels. "What could you write on the sign so that we know where to put the crayons when we're done with them?" "What could I write on this card so that other people will know what you think about your picture?" The child can either dictate and watch you print, or print the words himself/herself. Some possibilities for printed materials are:
   a. Labels -- on furniture (a chair, the table); by equipment (our puzzles, two hammers); by coat hooks (Jane, Bob); on shelves (crayons, scissors, paper); on cupboard doors (put cookie cutters here), etc.
   b. Signs and posters -- displaying recipes (for playdough, mixing paint); making announcements (special activity today); giving

directions (turn off light when finished, line up here); words to a song (Happy Birthday, Jingle Bells); riddles (I work with a saw, a hammer and nails. Who am I?).

c. Words, phrases, sentences or stories dictated by the child -- encourage the child to display these and read them to other children.

5. Provide opportunities for the child to see familiar words in many contexts. For example, if the child can read the word hammer on a sign by the workbench he/she may enjoy searching for the same word in a book about tools.

6. Give the child plenty of time to spend with books. Allow time for reading or for looking at books. If the child is able to read independently, he/she will have a chance to practice his/her skill, learn some new words, and read to his/her classmates. If the child can not read, he/she will gain experience with story sequence, develop a curiosity about words, and may recognize a word or two. The child might spontaneously make up his/her own story, pretending to read while looking at the pictures in a book. He/she might even wish to dictate his/her own story to accompany the pictures.

7. Model good reading behaviors. Young children imitate adult behaviors and attitudes. Read to the child and classmates often, with enthusiasm and obvious enjoyment. Show them reading is interesting and fun. When reading aloud, do so in a natural speaking voice with appropriate speed, expression and volume.

8. Read materials the child brings to school from home; encourage him/her to share favorite stories and books with classmates.

9. Vary the subject and content of reading materials. Use story books, nursery rhymes, poetry, riddles, fairy tales, history books, science books, stories dictated by the children, etc.
10. During a conversation, or when you are reading to the child, define words that he/she asks about or that you suspect he/she may not understand. For example, you are reading the story, The Emperor's New Clothes, ask the child if he/she knows what an emperor is. If he/she does not, supply a simple definition such as, "An emperor is another word for a king. Say the word Emperor."
11. Make reading interesting and challenging. Provide opportunities for the child to explore and experiment with reading and writing materials such as comic books, story books, magnetic letters, printing stamp sets, word and letter puzzles, word or letter Bingo. Relate reading activities to experiences inside and outside of the school environment. For example, if the child reads or hears a story about a lost child, ask if he/she was ever lost. If so, discuss with him/her what happended, how he/she felt, and ask if he/she would like to dictate a story about that experience. Supply books about a popular discussion or activity. Find out what the child's interests are and check out books from the library which satisfy those interests. For example, if the child is interested in wood working tools, bring in books and or magazines about the kinds of tools available, what they're made for, how they're made, what size they come in, etc, as well as books about professionals who use tools (plumbers, carpenters, mechanics, etc.)
12. Be a skillful observor of the child's interests and abilities. Which reading activities are the easiest for the child? Which does he/she

choose to spend a lot of time with? What kinds of questions does he/she ask about reading and printing? What reading/printing skills is he/she able to perform independently? Which ones does he/she need help with? Answers to questions such as these will make it easier to select activities appropriate for the child.

13. Have materials readily available. Provide alphabet and word charts at the child's eye level. Place reading and writing materials within the child's reach. Place date cards, signs, labels, recipes, etc. where the child can easily see them. Keep materials within easy reach rather than on high shelves, in cupboards, closets or file cabinets.
14. Demonstrate the formation of letters when the child appears to be having difficulty or when he/she requests it. At times it may be necessary to demonstrate one stroke at a time. For example, the letter K: 1, F, K. Be consistant in the order and direction of strokes when demonstrating letter formation. Provide alphabet charts showing the correct formation of upper and lower case letters.
15. Do not be overly concerned with minor mistakes, such as reversed letters, the mixing of upper and lower case letters within a word, improvised but incorrect spellings, words printed partially above or below the line, etc. Instead of insisting that the child change or correct his/her error, model the correct form and make a comment such as, "I'm glad you're learning to print by yourself. You are really trying hard. It might be easier for other people to read though if you did it like this." (Demonstrate.)
16. If the child is able to match letters with their corresponding sounds, encourage him/her to spell words independently. For example, if the

child wants to spell cat, ask, "How do you think cat is spelled? Listen to the sounds of the letters. Yes, the first letter could be K. Then what? A and T. K A T. That's very close. Look at how cat is spelled. Your spelling is very close." If the child can not match letters with sounds, spell words for him/her when he/she asks.

17. Extend the child's experiences. Learning is based upon experience. Therefore, the greater the variety and number of experiences the child has had, the easier it will be for him/her to grasp the ideas he/she hears or reads. A varied experiential background will also enable the child to draw upon many topics for discussion and dictation. Some possibilities are:

    a. Field trips -- museum, zoo, theater, farms, grocery store, library, department store, restaurant, car wash, gas station, etc.

    b. Exploring various means of transportation -- walking, bicycling, bus rides, wagon rides, train rides, etc.

    c. Inviting visitors to the classroom to discuss and/or demonstrate their occupation, skill or craft -- policemen, doctor, postman, pilot, nurse, cake decorator, weaver, musician, painter, etc.

    d. Introducing new activities -- baking, cooking, storytelling, puppetry, dramatics, folk dancing, gymnastics, etc.

Equipment

A classroom equipped for reading instruction should contain a variety of reading and printing materials. Although many materials are designed for a specific purpose, be open to suggestions from the children for alternative uses. The classroom should contain:

- a variety of books such as story books, fairy tales, nursery rhymes, poetry, riddle and joke books, encyclopedias, picture dictionaries, dictionaries, an atlas, magazines, comic books, etc.

- pens, pencils, markers, crayons, etc.

- lined and unlined paper

- chalk and a chalkboard

- folders for collecting a child's dictated or printed statements

- models of capital and lower case manuscript letters such as an alphabet chart, sandpaper letters, three dimensional letters, stencils, etc.

- word cards displaying things such as children's names, colors, days of the week, etc.

- blank word cards for the child's use in establishing a file of words he/she is able to read independently

- printing sets with letter stamps and ink pads.

If possible, two other items are also good to have. A cassette player and cassettes that accompany books are greatly enjoyed by beginning readers. A manuscript typewriter is also useful for young children who find the time, effort, and muscular control required for printing very demanding. These children will find it easier, faster and more rewarding to type their ideas.

GOAL AREAS AND ACTIVITIES

This section suggests activities which will stimulate the talented child's interest and skill in reading.

A. To extend a child's listening-speaking vocabulary

1. Provide objects for the child to manipulate and examine. Discuss the appearance, function, construction, etc. of the object. Introduce new vocabulary words while doing so. For example, candles may be used to introduce the words flame, wax, wick, burn, melt, drip, smoke, bright, glow, flicker and taper; shoes may be used to introduce the words pairs, toe, tongue, lace, eyelet, heel, sole, instep, leather, vinyl, buckle and arch.
2. Discuss and define new words associated with the child's experiences. During a cooking activity use and define the words cup, tablespoon, teaspoon, one-half, spatula, beater, mixer, pastry blender, utensil, ingredient, measure, mix, blend, beat, fold, and sift. You might introduce many new words during a music activity: note, staff, scale, pitch, key, volume, tempo, crescendo, melody, harmony, sharp and flat. Encourage the child to use the new words in his/her conversation.
3. Play the game "Build a Sentence". This game is for two or more players. The first player says a simple sentence,, e.g., "The dog ran." The next player adds one word to the sentence, e.g., "The little dog ran." Players continue to take turns, e.g., "The little dog ran fast." "The little grey dog ran fast." "The little grey dog ran home fast." If a player can not think of a word he/she misses his/her turn. The game ends when no player is able to add a word. The player who has added the most words wins. If the players have difficulty adding

words, ask questions such as: What did the dog look like? How did the dog run? Where did the dog go?, etc.

4. Play a simplified version of the game "Password." Give a card with a printed word on it to one of the children, and whisper the word to that child. This word is the password. Tell the child to give the other two children one word clues until on of them guesses what the word is. For example, if the password is wood, the leader might say, tree, as a clue word. One child might then guess, leaves, and the other one might say, backyard. The leader should then say another clue word, such as, board. When one of the children guess, wood, that child is the leader for the next word.

B. To demonstrate the relationship between spoken and written language (See the section Reading Talent in the Preschool Years for an explanation of the dictation process.)

1. Ask the child to dictate captions for artwork (paintings, drawings, clay sculptures) or other products (block structures, paper construction, word constructions). Suggested that he/she read the caption to other children.

2. Ask the child to dictate a note to a friend or to a parent. For example: Dear Billy,

Call me today after school. My phone number is 123-4567.

Your friend,

Jane

3. Ask the child to dictate a story and to draw pictures to go with it. Assemble the pages into a book, or print the child's dictated story

on a large sheet of paper and hang it up in the classroom. Suggest that he/she read it to other children and/or to his/her parents.

4. Ask the child to dictate his/her reaction to a field trip when he/she returns to the classroom. Ask if he/she would like to display it in the room. Suggest that he/she read it to other children.

C. To develop an appreciation of reading for pleasure

1. Model and demonstrate pleasure in books and reading. Read to the children daily if only for a few minutes. Share reading experiences and pleasures. Talk about and read your own favorite stories and poems as well as those the child selects.
2. Ask the child to select reading materials and read them to him/her. If the child asks you to read the same story repeatedly, do so if there is time. He/she is learning from this repetitive experience.
3. Ask questions to encourage the child to express his/her opinions about reading materials. Did you like that story (or poem)? What was your favorite part? Was there a part you didn't like? How did that poem make you feel? Would you want to be one of the people in this story? Did they have a good reason to be angry? Why did they do that? How would you feel in that situation?
4. Provide records and/or cassette recordings of stories or poems to accompany books. Commercially made materials are available, or you can record favorite readings yourself (include an auditory signal for turning pages). Ask the child if he/she would like to listen to these stories independently. Show him/her how to follow the words while listening.
5. Ask the child to help read stories by reciting familiar and/or repetitious portions of the text while you read aloud.

6. If the child is able to read, suggest that he/she read a favorite story, poem or some of his/her dictations to other children.

D. To demonstrate the usefulness of reading to obtain information.

1. Provide written directions for assembling simple toys, models, paper constructions, etc. and the materials needed for the project. Read the instructions to the child and ask him/her to follow them. For example:

To make a pinwheel:

a. Get one square piece of paper, a pair of scissors, a pin and an unsharpened pencil with an eraser.

b. Cut a slit from each corner to the middle; cut about halfway.

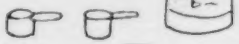
c. Bend every other point to the center, holding them with one hand and overlapping them.

d. Put the pin through the points in the center.

e. Push the pin into the eraser of the pencil.

2. Post signs in the classroom (simple recipes, job charts, calendar or date cards, etc.). When appropriate accompany the words with pictures. Suggest that the child read the signs to find the answer to his/her questions or to follow a particular procedure. For example: Make a sign that shows the procedure for mixing tempra powder paints.

Ingredients:

2 scoops of paint 

1 scoop of water

Put ingredients in a can

Stir with a spoon

When the child needs paint, ask him/her to read the sign and mix it himself/herself.

3. Take photographs of signs in the environment (road signs, billboards, store marquees, etc.). Show them to the child. Ask if any look familiar. Ask him/her to read the ones he/she knows. Read unfamiliar ones to him/her. Take a walk and ask the child to find signs in the environment to match those in the photographs. Ask if he/she can read any other signs. Take photographs of those.
4. Provide a telephone directory. Show the child how to look up his/her own phone number and/or address. Point out that last names are listed alphabetically. Ask the child to print his/her name, then ask him/her to try to find it independently. Provide help if it is needed. Ask if there are any other numbers or addresses he/she would like to know and use the same procedure. Help him/her make a telphone directory with the names, addresses and phone numbers of friends or classmates.
5. Demonstrate the use of reference materials and teach the child how to use them. For example, when the child asks a question such as, "What do lions eat?", say, "I'm not sure, but we have some books that might tell us." Show the child the reference books. Say, "These books are called encyclopedias. They are books that tell us about many different things. Each book has a letter on it. We want to know about lions. Lions starts with an l, so I'm going to look in the book with the L on it." Turn to the page that discusses lions and read aloud the section that describes what lions eat. After the child becomes familiar with this procedure ask questions to help him/her locate the information. If the child asks where bears live, ask

questions such as: How could we find out? What books could we use? What letter do you think bears starts with? Listen to the word bears. Can you find the book with the B on it? Demonstrate the use of the dictionary, an atlas, road maps and other reference materials as appropriate to the child's questions.

E. To match and identify letters of the alphabet

1. Give the child a card with a letter printed on it. Tell him/her the name of the letter. Ask him/her to find that letter somewhere else in the room (on a sign, in a book, on the alphabet chart, etc.) Challenge him/her to find it in as many differenct places as he/she can. After he/she has found the letter, give him/her another card with a new letter. Continue to give new cards as long as the child is interested in the activity.

2. Play Letter Bingo with the child. Provide large cards divided into nine equal spaces, with one letter printed in each space:

s	b	r
h	t	i
a	g	z

c	z	h
v	f	s
j	m	x

Provide a deck of smaller cards, one card for each letter of the alphabet: The game leader selects a card from the deck of smaller cards and shows the letter (to practice matching) or says the name of the letter (to practice recognition). Each of the players look for that letter on his/her large card; if it is there he/she covers it with a small piece of paper.

s		r
h	t	i
a	g	z

The leader continues drawing small cards, one at a time until one player covers a vertical, horizontal or diagonal row of letters.

3. Provide commercially made or teacher made alphabet puzzles, such as:

Ask the child to name the letter printed on the puzzle piece as he/she completes the puzzle.

4. When printing one or two word labels for the child, the pronounce the word and then say each letter as it is printed. For example, if the child wants to label a picture "my mommy," say, "my ... m...y...; mommy...m...o...m...m...y; my mommy."

5. Play "Give Me a Letter" with the child. Randomly name letters, one at a time, and ask the child to write each letter on a magic slate, the chalkboard, a piece of paper, or have him/her type that letter using an old typewriter. For example, if you said, "Give me a t." the child would print or type t. At times, play the game with capital letters, at other times with lower case letters. For variation, let the child ask you to give him/her letters.

6. Prepare a writing center with supplies of paper, pencils, markers, alphabet charts, etc. At the writing center assist the child in making a practice sheet for printing letters and words as follows:

   a. Select or ask the child to select a letter for practice.

   b. Print the capital form of the letter, name it, and ask the child to print it four times.

   c. Print the lower case form of the letter, name it and ask the child to print it four times.

   d. Print a word which begins with the capital form of the letter, read the word and ask the child to print the word.

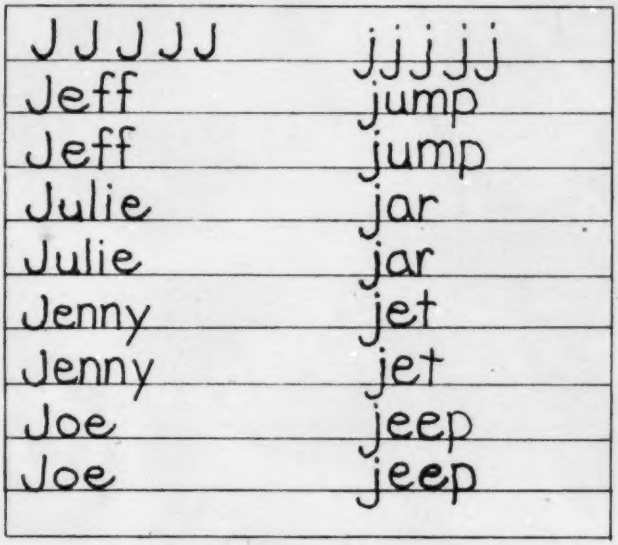
e. Ask the child to suggest other words that begin with the capital letter and repeat step d) with three more words.

f. Print a word which begins with the lower case form of the letter, read the word and ask the child to print it.

g. Repeat step e) for words beginning with the lower case letter.

h. Allow the child to print his/her own sheet independently, if he/she would like to.

The finished sheet should appear as follows:



F. To match and identify words

1. Give the child a card with a word printed on it. Read the word to the child. Ask him/her to find that word somewhere else in the room (on a sign, in a book, in his/her dictation, etc.). After he/she has found the word give him/her another card with a new word. Continue to give new cards as long as the child is interested in the activity.

2. Play Word Bingo. For procedures see the rule for Letter Bingo (E-2) and substitute words or short phrases for letters.

3. Provide commercially made or teacher made word puzzles such as:

Ask the child to read the word printed on the puzzle piece.

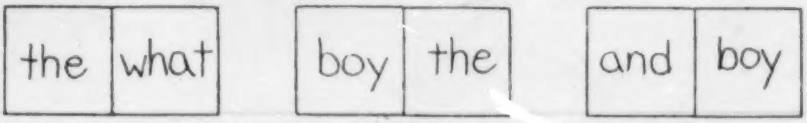
4. When printing the child's dictation, pronounce each word as you print it; then read the entire phrase or sentence.

5. Ask the child to choose words that he/she would especially like to learn to read and spell. Use these words to establish a "word bank" --a card file (or ring of cards) of words the child is able to read or wants to learn to read. Review these words frequently. Ask the child if he/she can use them in a sentence.

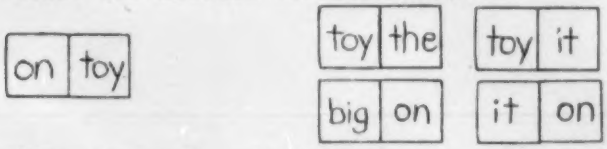
6. Have the child "fish" for words. Print each of the words in his/her established word bank on a separate card and attach a paper clip to each card. Tie one end of a string (approximately two feet long) around a magnet, and tie the other end of the string around the end of a stick. Scatter the cards on the floor. Tell the child to fish for the cards with the magnet. When he/she "catches" a card, have him/her read the word on it and put the card aside. Allow the child to continue fishing as long as he she is interested.

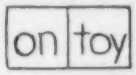
7. Ask the child to cut out pictures from magazines and paste them on sheets of paper. Ask him/her to dictate and/or print labels for each picture. Suggest that he/she assemble the pages into a book. Ask him/her if he/she would like to read his/her book to others. If appropriate, help him/her develop a theme, or classify pictures in groups, etc.

8. Play Word Dominoes with the child. Provide one set of cards to that each card is divided in half by a line and so that a different word is printed on each side of the line.

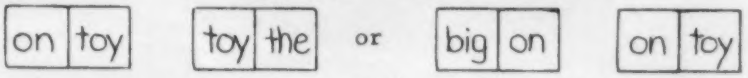


Use ten to fifteen different words the child is able to read. Repeat each word several times on different cards so that each domino has at least two matches for each word:

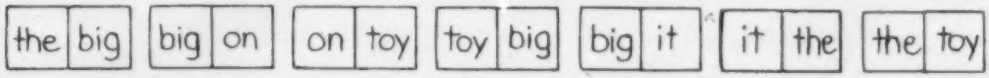


Shuffle the cards and deal five to each player. Keep the remaining cards in a separate pile. To play the game, players make a chain of the domino word cards. The first player places a domino of his/her choice in the center of the table, e.g., 

, and reads the words on his domino. The next player must play a domino which matches the word at one end of the first domino, e.g.,



and reads his words. players continue to build the chain by matching the words on the ends of the chain:



If a player does not have a matching domino, he draws domino cards, one at a time, from the extra card pile, until he/she is able to do so. The player who uses all his dominoes first wins the game.

G. To develop an appreciation for the rhythm and sounds of language

1. Model and demonstrate pleasure in poems and rhymes. Read poetry and nursery rhymes frequently.

2. Read a familiar nursery rhyme. Explain to the child that the nursery rhyme has certain words in it with special sounds; ask him/her to listen carefully. Re-read the nursery rhyme, phrase by phrase pointing out the words that rhyme. For example, read Jack and Jill, then say, "These are some words in Jack and Jill that sound a lot alike, but are not exactly the same. We call these rhyming words. Listen carefully while I read it again. Jack and Jill went up the hill (slightly emphasize Jill and hill). The words Jill and hill rhyme. Listen again. Jack fell down and broke his crown. Down, crown. Down and crown rhyme."
3. Read two lines of poetry to the child and ask him/her to tell you which words rhyme. Read longer passages to increase the difficulty of the task. For variety, ask the child to point out the rhyming words in familiar songs.
4. Read familiar nursery rhymes or poems leaving out the rhyming words. Ask the child to supply the rhyming words.

   For example:

   Humpty Dumpty sat on a _____.

   Humpty Dumpty had a great _____.
5. Ask the child to think of and say words that rhyme with a given word. For example, "How many words can you think of the rhyme with cat?" (Possible rhyming words are: bat, fat, hat, mat, pat. Accept nonsense words if they rhyme.
6. Help the child to make up simple rhymes, and/or songs that rhyme. For example: I have a cat, and he is fat. Look at the bear combing his hair.

7. Play Word Dominoes with rhyming words. For procedures see the rules for Word Dominoes (F.8). Match rhyming words instead of identical words. Be sure word endings are spelled the same as well as sound the same. For example, do not use flute, boot; do use toot, boot.

H. To practice phonic skills

1. Point out identical initial sounds in words. For example say, "Listen to these words: milk, muffin, mix. These words all begin with the same letter and sound. Listen again and see if you can hear the first sound. Milk, muffin, mix. (Slightly emphasize the initial sound.) Can you think of a word that starts with the same letter and sound as milk, muffin and mix?" Do this activity with many different sounds over an extended period of time. When the child is easily able to supply additional words, print the words as well as saying them and point out that the first letter is the same as well as the sound. Do this activity with final and medial sounds also. For most children initial sounds are learned most easily, then final sounds, then medial sounds; consonants sounds are usually easier to hear than vowel sounds.

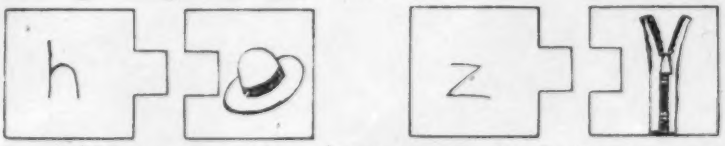
2. Introduce the child to a puppet called "the letter monster." Tell the child, "This letter monster is very hungry, but he/she will only eat things that begin with the letter m. Would you feed this monster? You can feed him/her anything in this room that begins with m. As the child feeds the monster, have the puppet say the name of each object, emphasizing the initial sound, and agree that it does begin with the specified letter. For example, "Oh, good, a mitten. Mitten begins with m. I'll eat that. Yum, yum!" If the child offers the monster an object that does not begin with the specified letter, have

the monster pronounce the name of the object, emphasizing the initial sound, and refuse to eat the object because it does not begin with the specified sound. For example, "That's a nickel. Nickel doesn't begin with m. Nickel begins with n. Yuk! I don't want to eat that! I want to eat things that begin with m.

3. Play "I Spy" with the child. Mentally select an object in the room. Then tell the child the initial letter of the word. For example, if you select a ball as the object say, "I spy something that starts with a b." Ask the child to name the object. If the child guesses an object which starts with another letter, e.g., paint, say, "Listen to the word paint (slightly emphasizing the beginning sound). Now listen to the b sound." (Avoid adding a syllable to the sound; e.g., do not say buh.) "Paint doesn't start with b, but belt, bib and bowl do." If the child does not guess the selected object, (ball) but does guess an object that begins with the correct sound, e.g., bead, say something like, "Bead does start with a b. You picked a word that starts with the right letter, but it's not the word I was thinking of. Look around the room again. See if you can find something else that begins with a b." When the child guesses correctly, say the letter and the word: "Yes, ball starts with a b. I was thinking of a ball."
4. Provide cards with one consonant on each card. Ask the child to select a card, name the letter, then name a word which begins with the sound represented by that letter. For example, if the child draws the card f, he/she would say f, fish." If the child names the letter and an appropriate word, he/she keeps the card; if he/she does not do so, the card is returned to the pile. Where there is more than

one player, the player with the greatest number of cards wins. Consonant digraphs (two letters represent one sound such as sh, th, ch) may also be placed on cards to extend the activity. Do this activity with initial consonants, and later with final consonants, medial consonants, initial vowels, final vowels, medial vowels.

5. Give the child a small number of cards (three to five) with one letter or digraph (sh, th, ch) printed on each card. Pronounce a word and ask the child to hold up the card with the letter or digraph that stands for the first sound in that word. For example, "Show me the letter that stands for the first sound in sing." Ask the child to repeat the word and name the letter on the card, e.g., "Sing starts with an s." Do this activity with final and medial sounds also.
6. Provide puzzles which require the child to match a letter to a picture beginning with that letter.



Ask the child to name the picture and the letter, e.g., "Hat starts with an h. Zipper starts with a z."

7. Teach the child tongue twisters, or simple poetry which makes use of alliteration, e.g., "Peter Piper picked a peck of pickled peppers." Ask the child to identify the repeated sound and the letter that stands for it.

I. To use contextual cues

1. Make statements leaving out the last word. Ask the child to finish the sentence with any word that makes sense. For example, "I want to wear a _____." or "My favorite color is _____." or "Bill threw the _____." A more difficulty version of this activity is to leave

out a word in the middle or near the beginning of the sentence. For example, "Sally _____her baby brother." or "The _____ rode a bike."

2. Teach the child to combine the use of contextual and phonic cues by repeating the above activity, but supplying the initial (final or medial) letter for the missing word. For example, "I'm thinking of a word that begins with a d. I have a toy _____." To make the task more difficulty supply both initial and final sounds; e.g., 'I'm thinking of a word that starts with a d and ends with a k. I have a toy _____."

J. To increase comprehension.

1. Discuss concepts which may be new to the child before reading to him/her. For example, before reading The Emperor's New Clothes ask questions such as: "This story is about an emperor. Do you know what an emperor is? (If not supply a synonym.) Some weavers come to visit the emperor. What do you know about weavers?" and so on.
2. Relate the content of reading materials to the child's personal experiences. For example: "This story is about a body who gets lost. Have you ever been lost or has one of your friends ever been lost?" Allow enough time for the child (and/or children) to share their experiences.
3. Read part of a story and ask the child to anticipate the outcome. If a child's ending is different than the story being read, accept it. Point out that stories can have many different endings. Read the rest of the story. Ask the child to compare what happened to what he/she thought would happen.
4. Read part of a story and ask the child to dictate his/her own ending to the story.

5. Ask the child to retell a story he/she has read to the teacher, another child or to a group of children.

6. When the child is doing investigative work and/or using reference materials to find out about a general topic area, ask the child questions before reading to focus his/her attention on important aspects of the content. For example, if the child says, "I want to find out about dinosaurs.", ask questions such as "What do you want to find out about them? Let's pick out one or two things to look for."

K. To express ideas through printed language

1. Suggest that the child copy his/her dictation.

2. Make a puzzle out of the child's dictation. Cut it apart by sentences. Ask the child to order the sentences. You might also cut up the dictation by words and ask the child to either reconstruct the original sentence or to rearrange the words to make new sentences.

3. Provide a file of commonly used words, categorized by subject for the child to use as a reference for correct spelling. Arrange subjects and lists alphabetically.

   For example:

   Animals: bear, cat, chicken, cow, dog, elephant, goat, horse, lion, mouse, tiger

   Furniture: bed, chair, desk, sofa, table, television

   Transportation: airplane, bus, car, jeep, motorcycle, train, wagon,

   You might have the child draw or paste pictures next to each word as a clue to the word's identity. Have the child use the file to find out how to spell words he/she would like to print.

4. Help the child generate a list of words which he/she may need to write about a particular topic. For example, if the child says,

"I want to write a story about school.", ask him/her to tell you some words he/she might need to use in the story (table, desk, pencil, blocks, paint, books, teacher, chalkboard, etc.) Print a list of these words for the child to use as a reference while writing his/her story.

5. Ask the child to select words from his/her word bank and arrange them to make a sentence. (For procedure for establishing a word bank see activity F.5).

ANNOTATED LIST OF RESOURCES

1. Aukerman, R. C. Approaches to beginning reading. New York: John Wiley and Sons, Inc., 1971.

This is a handbook of essential information about various reading instructional methods, including phonetic approaches, linguistic approaches, whole word approaches and the language experience approach. For each instructional technique, the author describes its origin, the background of the author or originator of the approach, the method and materials used, the essential features, and its contribution to beginning reading instruction.

2. Barrett, C. and Johnson, D., (eds.). Views on elementary reading instruction. Newark, Delaware: International Reading Association, 1973.

This book presents a variety of viewpoints concerning reading instruction, by many different authors. Three sections are particularly useful. H. Alan Robinson's "Psycholinguistics, Sociolinguistics, Reading and the Classroom Teacher" discusses the basic tenets of linguistics, psychology and sociology which must be considered in teaching reading. Among these are cultural background, experiential background, the child's perception of reading, dialect, and oral language abilities. In "A Language Experience Approach to Reading Instruction," by Sam Shohen, it is recommended that teachers select materials and an instructional approach appropriate for the child. In addition, this section describes the teacher's role, the classroom environment and the planning needed to implement the language experience approach. In "Developing Reading Ability Through the Language Experience Approach," Louise Matteoni describes the development of the mechanics of reading: comprehension skills, decoding skills, discrimination skills, and study skills. She advocates the language experience approach as a sound method for developing these abilities.

3. Cazden, B., (ed.). Language in early childhood education. Washington, D.C.: National Association for the Education of Young Children, 1972.

This book presents a collection of articles written by different authors related to the development of language skills in the young child. Two articles in particular relate to reading instruction. Elsa Jaffe Bartlett, in "Selecting Preschool Language Programs," discusses the criteria used for analyzing such programs, and presents the types of language functions that need to be developed. In "Write Now, Read Later," Carol Chomsky advocates the early development of expressing thoughts through written language, and discusses ways to encourage independent spelling.

4. Durkin, W. Phonics and the teaching of reading. New York: Bureau of Publications, Leaders College, Columbia University, 1962.

Durkin discusses phonics in great detail. Topics include the relationship of phonics to language, the history of phonics as an instructional technique, and the pros and cons of the use of phonics in reading instruction. Durkin explains in detail the content of phonics instruction and how to teach phonics.

5. Durkin, D. Teaching young children to read. Boston: Allyn and Bacon, Inc., 1976, (2nd edition).

This book presents a thorough discussion of beginning reading instruction, including such topics as determining readiness, developing oral language, teaching writing, the language arts approach, comprehension, instructional materials, whole word methodology, phonics, structural analysis and diagnostic teaching. Durkin describes what needs to be taught and the importance of teaching it in a way that will be of interest to children. Detailed attention is given to the pre-first grade years in chapters one through seven. Sample lessons are provided.

6. Ekwall, E. E. Locating and correcting reading difficulties. Columbus, Ohio: Charles E. Merrill Publishing Co., 1977 (2nd edition).

This book was designed to present ideas for correcting reading difficulties, but many of the games and activities can also be used to practice beginning reading skills. Activities most useful for the beginning reader are those in the following sections: sight word vocabulary; consonant sounds; vowel sounds; blends, dipthongs and digraphs; using context clues; and using the dictionary. Some activities may need to be changed slightly to make them appropriate for preschool children.

7. Hall, M. The language experience approach for the culturally disadvantaged. Newark, Delaware: ERIC/CRIEK and the International Reading Association, 1972.

Hall recommends the use of the language experience approach as a technique which stresses success and motivation in reading. She states that motivation and attitude are key factors in succeeding at a task, and that success in turn affects the child's self concept in achievement.

8. Monroe, M. and Rodgers, B. Foundations for reading -- informal pre-reading procedures. Chicago: Scott, Foresman and Company, 1964.

This book discusses the relationship between aspects of child growth and development and the process of learning to read. The authors maintain that in learning to read, a child must build a set of more refined and more complex language skills based on the language experiences he has already had. The book discusses topics such as preschool language development, evaluating a child's language ability, developing oral language and listening skills, developing visual and interpretative skills, and developing an understanding of the relationship between spoken and written language.

9. Smith, J. A. Creative teaching of the language arts in the elementary school. Boston: Allyn and Bacon, 1967.

Smith describes a philosophy of creative teaching, and explains how to approach teaching in a creative way. Background information is provided on the nature of communication and the importance of experience, listening skills, and oral expression in relation to reading. Topics include the teaching of listening, oral expression, creative writing, and handwriting. Activities are suggested at the end of each chapter; suggestions can be adapted to many age levels.

10. Spache, E. B. Reading activities for child involvement. Boston: Allyn and Bacon, Inc., 1976.

This book presents games and activities designed to reinforce basic reading skills. The book is divided into skill areas; for each area a rationale, behavioral objectives and hints to the teacher are presented. Activities within each area are arranged according to difficulty. Chapter three, "Basic Reading Skills," chapter four, "Word Perception," and chapter five, "Language Development and Vocabulary" are especially useful.

11. Stauffer, R. G. The language experience approach to the teaching of reading. New York: Harper and Row Publishers, 1970.

Stauffer discusses the bond between though and action, and reading, writing and school learning. He describes the function of language, young children's language proficiency and the relationship of language to though processes. The rationale for using the language experience approach is stated clearly, as well as the procedures used and the results of the approach.

12. Veatch, J. Reading in the elementary school. New York: The Ronald Press Company, 1966.

This book suggests a combination of reading approaches which includes the development of a key vocabulary coupled with the language experience approach. Specific guidelines are given on what to do and how to proceed, using the speech of the learners, individualizing reading instruction, children's literature, and suggestions for classroom management. The first three chapters are especially useful for preschool instruction.